



Pearson
Edexcel

Mark Scheme (Results)

November 2020

Pearson Edexcel GCSE
In Citizenship (1CS0) Paper 02

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Autumn 2020

Publications Code 1CS0_02_2011_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Question number | Answer | Mark |
|-----------------|--|------|
| 1 (a) | <p>Award 1 mark for describing the role played by another member of the team (AO2) and the second mark for further development of how this role contributed to the outcome of the action, e.g.:</p> <ul style="list-style-type: none"> • X was put in charge of all the publicity for our event (1) which made sure that someone was responsible for informing our class/year/students/teachers about when and where the event was happening so that people would attend (1) • Y was in charge of the primary research of surveying all of Year 7 about what they knew about issue Z (1) Without this information we could not have written our assembly in a informative and persuasive way and found out with a second survey that we had helped to change their attitudes/raise awareness about issue Z (1) • A was the Organiser for the group and made sure everyone knew what they were doing and what the deadlines were (1). This helped make sure that our plans stayed on track and that we were ready to take action on the day of our event. (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'The Leader told everyone what to do'</p> | (2) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 1 (b) | <p>In each case, award 1 mark for the impact suggested (AO2) and the second mark for the explanation e.g.:</p> <ul style="list-style-type: none"> • Collaborating with others meant that we could allocate everyone different roles (1) which meant we could get more jobs done in the time available for our action (1) • Collaborating with others made sure that everyone took responsibility for the action (1) which meant that everyone felt equally engaged and was motivated to work hard (1) • Collaborating with others meant we had a range of viewpoints and ideas from several people (1) which meant that we could weigh up the best aims and goals and methods to use to ensure our action was successful (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'We worked well because we collaborated'</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 1 (c) | <p>In each case, award 1 mark each way that the choice of action affected the methods adopted, up to maximum of 2 marks (AO2) and the additional marks for further development into an explanation of each way, e.g.:</p> <ul style="list-style-type: none"> • We wanted to change government policy on accepting more refugees (1) which meant that we needed to contact politicians who could help us influence the government (1) • We wanted to raise money to help our local shelter for homeless people provide more beds (1) so we had to make sure we could plan and carry out activities that didn't cost more to organise than they would raise (1) • We wanted to raise awareness in our school of how important volunteering is to help other people in charity X (1) which meant that we needed to use methods that would reach the maximum number of people possible while also being persuasive about why they should consider volunteering for charity X (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'We chose fundraising so we sold stuff to raise money.'</p> | (4) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 1 (d) | <p>Award 1 mark for each type of primary research carried out, up to a maximum of two marks e.g:</p> <p>Primary research carried out</p> <ul style="list-style-type: none"> • Looked at the website for pressure group X/charity Y/campaign Z to find data on A (1) • We interviewed our headteacher/MP/representative of an organisation related to the citizenship action (1) • We surveyed our class/year group/teachers/members of the public to find out X (1) <p>Award the additional marks for the explanation (AO2) of how each type of primary research was used in their citizenship action, up to a maximum of two marks. e.g.</p> <p>Explanation of how you used primary research</p> <ul style="list-style-type: none"> • This informed us about the key issues/methods we could use/ideas for what action to carry out (1) • So we could find out what aims/goals would be realistic/achievable/desirable in our action (1) • This helped us plan how to have an impact on our class/year group/teachers/members of the public about issue Y (1) <p>Do not accept generic answers that do not clearly relate to the candidate's own specific citizenship action, e.g. 'the internet.'</p> <p>The explanation given must relate to the primary research identified to gain the second mark e.g. 'we surveyed our class to find out what they already know about the importance of voting (1) so we could make sure our assembly/PowerPoint/publicity on the mock election increased their political knowledge/willingness to engage in our action (1)</p> | (4) |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 1 (e) | <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 and AO3 below. These two assessment objectives should be considered together; the general marking guidance shows how to deal with answers that demonstrate abilities at different levels for each assessment objective.</p> <p>No marks may be awarded for answers that do not relate specifically to the candidate's own citizenship action (i.e. a complete absence of AO2). AO2 and AO3 are equally weighted: answers that do not display any qualities associated with AO3 cannot be awarded more than 6 marks.</p> <p>Indicative content guidance</p> <p>Candidates must consider the statement in the light of experiences and knowledge gained during their own citizenship activity. Points made will depend to a great extent on the candidate's own experiences, but might include some of ideas below. Other relevant ideas must also be credited.</p> <p>Points in support may include:</p> <ul style="list-style-type: none"> • Unrealistic goals may prevent you from achieving anything if you choose an action that is targeted at a group/government that may not be interested in/willing to listen/act on your issue • Unrealistic goals may leave you with insufficient time to complete your action • Unrealistic goals may not earn approval/permission from your teacher/school/the organisation you want to work with/impact on which may prevent your action from taking place • Unrealistic goals may alienate members of your team if they feel you have not considered other points of view/how practical your ideas are • Counter points may include: • Other issues such as how local/national/global your issue is may be more important than your goals in relation to how likely you are to succeed • Small campaigns can gain momentum/grow more support and succeed • Unrealistic goals may not fail entirely if they take into account the possibility of limited success e.g. raising less money than planned • A bigger barrier to success may be how well your team collaborates in order to ensure all plans are completed on time/efficiently/as previously agreed <p>Accept any other valid responses</p> | (12) |

| Level | Mark | Descriptor |
|---------|------|--|
| | 0 | No rewardable material. |
| Level 1 | 1-4 | <ul style="list-style-type: none"> • Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about the citizenship action. [AO2] • Little analysis of relevant viewpoints. The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. An overall judgement is missing or asserted. [AO3] |
| Level 2 | 5-8 | <ul style="list-style-type: none"> • Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about the citizenship action. [AO2] • Some analysis of relevant viewpoints, but unsustainable and focused mainly on one side of the argument. The evaluation contains some reasoned, coherent arguments. The answer is generally relevant but lacks breadth and/or depth. An overall judgement is given, but with limited substantiation. [AO3] |
| Level 3 | 9-12 | <ul style="list-style-type: none"> • Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Effective and sustained comment is made, which shows good understanding of how these apply to the citizenship action. [AO2] • A convincing and sustained analysis of relevant viewpoints on both sides of the argument. The evaluation contains reasoned, coherent arguments, showing good breadth and depth. An overall judgement is given which is well substantiated through the evidence provided. [AO3] |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 2 (a) | <p>Award 1 mark for each suggested way, and award the second mark for further development (AO2) up to a maximum of 2 marks per point e.g.:</p> <ul style="list-style-type: none"> • Prisoners are mentored by the charity weekly after they are released (1) which is a key factor in preventing reoffending according to the Chief Executive of the charity (1) • Mentoring carries on for 12 months after prisoners are released (1) which can help them find full-time employment (1) • Mentoring prisoners gives them a source of independent advice and guidance (1) and can provide help when prisoners are in danger of getting involved in criminal behaviour (1) • Mentoring prisoners helps with rehabilitation (1) as many prisoners may not have family and friends to support them and so can rely on a mentor for support (1) <p>Accept any other valid response.</p> | (4) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 2 (b) | <p>Award 1 mark for each reason suggested on why it is important for prisoners to gain qualifications, up to a maximum of two marks e.g.:</p> <ul style="list-style-type: none"> • It can help prisoners find work after they are released (1) • It gives prisoners practical skills they can use after they are released (1) • It aids prisoners with their rehabilitation (1) • It helps change prisoners' identity and self-belief from 'what their crime or sentence is to "now I'm a sous-chef with my NVQ Level 2"' (1) <p>Accept any other valid response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 2 (c) | <p>Award up to 2 marks for a reason derived from analysing (AO3) why the viewpoint is right.</p> <p>The first mark is for providing a valid reason, and the second mark is for developing this into an explanation that relates to evidence found in the source, e.g.:</p> <ul style="list-style-type: none"> • Working with the Clink Charity gives prisoners the opportunity to gain a qualification (1) which can later help them find employment (1) • Participating in the project helps change prisoners' attitudes about the future (1) which can help cut reoffending rates (1) • Reoffending rates by prisoners participating in the project have reduced by 49.6% (1) which demonstrates that many of the prisoners involved have been able to use the project to change their lives (1) <p>Accept any other valid response.</p> | (2) |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 2 (d) | <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO2 below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Relevant points may include:</p> <ul style="list-style-type: none"> • Charities can raise awareness/money/ encourage more volunteers to help the disadvantaged individuals or group they represent • Charities with large memberships may convince the local/regional/national government to listen to your issue/campaign as you have a collective voice • Taking action as a charity may prevent/encourage a change of policy in local politics e.g. prevent a local hospital closing/increase library opening hours • Charities can provide a voice for disadvantaged individuals or groups that are not represented by political parties/pressure groups • Charities can provide practical support for the disadvantaged individuals or groups they work with e.g. Clink Charity has worked with 1800 prisoners (source) <p>Accept any other valid response</p> | (6) |

| Level | Mark | Descriptor |
|---------|------|---|
| | 0 | No rewardable material. |
| Level 1 | 1-2 | • Limited knowledge is shown of concepts, terms and issues relevant to the question. Limited understanding of how these apply is shown by simple undeveloped comment about actions in the source context. |
| Level 2 | 3-4 | • Some knowledge is shown about the concepts, terms and issues relevant to the question. Some understanding of how these apply is shown by some developed comment about actions in the source context. |
| Level 3 | 5-6 | • Detailed knowledge is shown about the concepts, terms and issues relevant to the question. Good understanding of how these apply is shown by effective and sustained comment about actions in the source context. |

| Question number | Answer | Mark |
|-----------------|--|------|
| 3 | <p>The only correct answer is D – Not controlled or limited by the government</p> <p><i>A is not correct because this refers to visual aids</i></p> <p><i>B is not correct because this refers to social media</i></p> <p><i>C is not correct because there are no restrictions on publication for the free press</i></p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 4 | <p>The only correct answer is C – Independent groups that are not state controlled</p> <p><i>A is not correct because this refers to international organisations</i></p> <p><i>B is not correct because this refers to institutions with an economic focus</i></p> <p><i>D is not correct because this refers to organisations that are part of international groups such as the EU or UN</i></p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 5 | <p>The only correct answer is D – Issues are resolved in a less formal way outside the court system</p> <p><i>A is not correct because this refers to the criminal court cases</i></p> <p><i>B is not correct because this refers to the civil court system</i></p> <p><i>C is not correct because this refers to the criminal court system</i></p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 6 | <p>Award 1 mark for each advantage of joining a trade union (AO1):</p> <ul style="list-style-type: none"> • Trade unions help to improve working conditions (1) • Trade unions help improve their wages (1) • Trade unions help provide protection against employers in disputes (1) • Trade unions help provide help and support on workplace problems (1) • Trade unions are a larger organisation able to negotiate with employers/the government on issues in their profession so giving people a bigger voice (1) <p>Accept any other valid response</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------------|
| 7 | <p>In each case, award 1 mark for a valid reason and the second mark for developing the reason on how international law may protect citizens in situations of armed (AO1), e.g.:</p> <ul style="list-style-type: none"> • International law sets rules to protect people's rights (1) that apply only in times of war (1) • The Geneva Convention of 1949 (1) has been agreed by almost every country in the world (1) • Parts of the Geneva Convention (1) also apply to civil war as well as war between countries (1) • International law sets out clear rules on humanitarian aid during armed conflict (1) such as how refugees, prisoners, the wounded and sick should be protected (1) <p>Accept any other valid reason and relevant knowledge and understanding of how international law may protect citizens in situations of armed conflict.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|---|------------|
| 8 | <p>Award 1 mark for a valid reason and the second mark for developing the reason into an explanation of why press censorship may occur (AO1), up to a maximum of two marks per point e.g.:</p> <ul style="list-style-type: none"> • Dictatorships may censor the press (1) to control what people are told/to prevent criticism. (1) • Governments may censor during times of war/emergencies (1) because national security is seen as more important. (1) • Censorship may be used to protect people's identities (1) in cases where young people are on trial (1) • There are legal restrictions on what can be written or broadcast (1) such as inciting hatred/terrorism/offensive materials (1) <p>Accept any other valid reason showing relevant knowledge and understanding of why press censorship may occur.</p> | (4) |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 9 | <p>Marking instructions</p> <p>Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO1 below.</p> <p>Answers that do not attempt to deal with both the World Trade Organisation and NATO must be limited to a maximum of 3 marks.</p> <p>Indicative content guidance</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Relevant points regarding the benefits of World Trade Organisation membership for the UK may include:</p> <ul style="list-style-type: none"> • UK can work with other members in the WTO to agree world trade rules • UK can ask the WTO trading disputes with other members • WTO promotes free trade between member states that can boost the UK economy • WTO membership helps the UK producers, exporters and importers trade efficiently <p>Relevant points regarding the benefits of NATO membership for the UK may include:</p> <ul style="list-style-type: none"> • Gains protection/support from other members if the UK is under attack/being threatened • Membership of NATO encourages cooperation on defence and security issues and makes conflict between the UK and other member states less likely • UK will receive aid and help from the other member states in times of crisis • UK benefits from shared military intelligence that can help prevent terrorist threats <p>Accept any other valid response</p> | (6) |

| Level | Mark | Descriptor |
|---------|------|--|
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • Limited knowledge and understanding is shown of concepts, terms and issues relevant to the question. <p>OR</p> <ul style="list-style-type: none"> • Answer shows some knowledge and understanding relating solely to one organisation named in the question. |
| Level 2 | 3-4 | <ul style="list-style-type: none"> • Some knowledge and understanding is shown of concepts, terms and issues relevant to the organisations named in the question. <p>OR</p> |

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| | | <ul style="list-style-type: none">• Answer shows detailed knowledge and understanding relating solely to one organisation named in the question. |
| Level 3 | 5-6 | <ul style="list-style-type: none">• Detailed knowledge and understanding is shown of concepts, terms and issues relevant to both organisations named in the question. |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 10 | <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> • The UK has regular fair and free elections • The UK has choice of political parties to support/join/campaign for • Multiple opportunities for participation exist e.g. pressure groups, charities, citizenship education in schools etc • The UK has a free press that plays an educative role, and can allow citizens to criticise/support governments/political parties or become involved in campaigns <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • Democracy in the UK can be criticised e.g. unbalanced coverage in the media of the Brexit referendum • The UK electoral system is arguably not as democratic as using proportional representation, as many other democracies do • Opportunities to participate in politics does not always mean influence e.g. governments can ignore campaigns/direct action • Other countries practise democracy in ways that the UK does not e.g. Switzerland have a type of referendum that can be called by citizens rather than politicians <p>Accept any other valid response</p> | (10) |

| Level | Mark | Descriptor |
|---------|------|--|
| | 0 | No rewardable material. |
| Level 1 | 1-2 | <ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. |
| Level 2 | 3-5 | <ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant but lacks breadth and depth. |
| Level 3 | 6-8 | <ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. |

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| | | <ul style="list-style-type: none">• The evaluation contains reasoned, coherent arguments. Material is relevant but lacks breadth or depth. |
| Level 4 | 9-10 | <ul style="list-style-type: none">• Convincing and sustained analysis of relevant viewpoints on both sides of the argument.• The evaluation contains reasoned, coherent arguments, showing good breadth and depth. |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 11 | <p>Marking instructions Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the mark scheme for AO3 below.</p> <p>Indicative content guidance The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Arguments to support the statement may include:</p> <ul style="list-style-type: none"> • Support provided by organisations can help improve human rights in LEDCs or countries affected by conflict e.g. by providing food and access to clean water and education • Support provided by organisations can promote economic and social development to try to improve human rights and prevent conflict over resources • Individual countries or international organisations can also provide relief to countries in conflict as a method of promoting peace • International organisations often have agencies that can work in LEDCs or with people or countries affected by conflict e.g. the UN High Commissioner for Refugees gives aid to refugees and countries working on resettlement of refugees <p>Arguments to counter the statement may include:</p> <ul style="list-style-type: none"> • Support provided by organisations is not enough to stop conflicts already occurring- force may be a better way of ending conflict • Sanctions can also be used to prevent conflict and human rights abuses e.g. banning imports or exports • Mediation can also be used to prevent or end conflict e.g. by negotiating ceasefires • Support provided by organisations is not always used the way it is intended so may not be used to improve human rights <p>Accept any other valid response</p> | (15) |

| Level | Mark | Descriptor |
|---------|------|---|
| | 0 | No rewardable material. |
| Level 1 | 1-3 | <ul style="list-style-type: none"> • A simple or generalised answer, showing little analysis of relevant viewpoints. • The evaluation is undeveloped, lacking reasoned, coherent arguments. Parts of the answer lack relevance. • An overall judgement is missing or asserted. |

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| Level 2 | 4-7 | <ul style="list-style-type: none"> • Some analysis of relevant viewpoints, but this is focused on one side of the argument. • The evaluation contains some reasoned, coherent arguments. The answer is generally relevant but lacks breadth and depth. • An overall judgement is given, but with limited substantiation. |
| Level 3 | 8-11 | <ul style="list-style-type: none"> • Analysis of relevant viewpoints on both sides of the argument is evident, but the analysis is unsustainable. • The evaluation contains reasoned, coherent arguments. Material is relevant but lacks breadth or depth. • An overall judgement is given. Substantiation is provided, although it may not be fully evidenced. |
| Level 4 | 12-15 | <ul style="list-style-type: none"> • Convincing and sustained analysis of relevant viewpoints on both sides of the argument. • The evaluation contains reasoned, coherent arguments, showing good breadth and depth. • An overall judgement is given which is well substantiated through the evidence provided. |